

Strategies

The Collaborative to Support Initially Licensed Professionals 2016-2019

Strategies	Description
1.1.1	To provide an opportunity for beginning teachers to attend the annual New Teacher Fall Conference
1.1.2	To provide an opportunity for beginning teachers to attend the annual New Teacher Spring Conference
1.1.3	To provide support coaches for an additional level of support, including monthly "Teacher Talk" sessions, for beginning teachers.
1.1.4	To provide each first year beginning teacher with a Beginning Teacher Welcome Packet (Key Flash Drive)
1.1.5	To develop recommendations for assisting beginning teachers with professional growth related to the new teacher evaluation process.
1.1.6	Canvas beginning teachers to determine needs and provide professional development/resources to support those needs.
1.1.7	Create a monthly or quarterly newsletter highlighting a strategy of the month that matches their period of need. Be sure to include updates from local, regional, and state meetings, and information shared in the Collaborative meetings in the newsletter.
1.1.8	Distribute monthly articles related to beginning teacher support.
2.1.1	To provide participating school systems networking opportunities to plan effective induction programs for beginning teachers with relevant preparation for the first day/first year of teaching.
2.1.2	During New Teacher Orientation, utilize the TCP004 to guide the orientation
2.1.3	Collaborate on professional development opportunities that may assist with cost, etc.
2.1.4	Make professional development grade specific to meet beginning teacher needs - breakout sessions.
2.1.5	Share Beginning Teacher Support plans with Collaborative representatives.

Strategies	Description
2.1.6	Provide something in addition to Harry Wong with classroom management before beginning teachers enter the classroom.
3.1.1	To administer surveys to veteran teachers and administrators who work with new teachers to determine areas of support needed.
3.1.2	To develop recommendations for how principals can apply practices addressed in their evaluation process that support the development of beginning teachers.
3.1.3	To collaborate with other organizations with common goals, including Institutions of Higher Education, to maximize opportunities for building support skills of veteran teachers and administrators.
3.1.4	To periodically sponsor update training sessions which may also include online opportunities, for veteran teachers and administrators (I.e., Saturday Drive-In Workshops, Sessions at New Teacher Conference)
3.1.5	To facilitate the training of career teachers as mentors.
3.1.6	Provide purposeful planning of schedules to allow for proximity and access to new teachers (schedules that can support the beginning teacher).
4.1.1	To enhance the Collaborative web site by providing additional communication links for stakeholders.
4.1.2	To share best practices between member LEAs.
4.1.3	To publish a periodic newsletter promoting Collaborative activities.
4.1.4	To provide orientation sessions for targeted groups sponsored by the Collaborative (i.e., Support Coaches)
4.1.5	To utilize Web 2.0 tools (presentation, video, mobile and community tools) to enhance effective operations and communication networks among stakeholders.
5.1.1	To create tools and/or procedures to effectively evaluate the implementation of each component of this comprehensive strategic plan.
5.1.2	To create surveys, rubrics, feedback responses, reflection forms, etc. (i.e. via Google Apps)
5.1.3	Monitor progress of professional development activities for all beginning teachers in each LEA in the Collaborative

Strategies	Description
5.1.4	Evaluate formal and informal information to determine Collaborative effectiveness (teacher turnover, TWCS, NC Professional Standards Data, etc.)
5.1.5	To identify a target group of BTs in each LEA in the Collaborative and follow the target groups professional development -- focus interviews, telephone interviews, etc.